

Inclusive Entrepreneurship Education for National Development: Implication for Educational Administration in Nigeria

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Abstract--*The paper examines inclusion and entrepreneurship in the Nigerian educational system. It identifies inclusive entrepreneurship education as a pivot to the achievements of Nigerian educational objectives as well as the attainment of the desire for adequate skilled manpower development for national development, especially in the fight to eradicate poverty. The paper explained the concepts of inclusive education, the nexus between inclusive education and entrepreneurship education, the association between entrepreneurial education in inclusive setting and the impact this has for the achievement of national development. It stressed on the significance of inclusive entrepreneurship education for national development especially among people with disabilities'; noting the cycle between disability and poverty. The descriptive survey research design was used, a sample of three hundred respondents were selected from among lecturers and postgraduate students in the departments of Vocational Education, Special Education, Educational Administration and Planning and Entrepreneurship Center in the University of Calabar, Nigeria. Structured questionnaire was used for data collection, administered by the researchers and same collected. Pearson Product Moment Correlation and one way Analysis of Variance (ANOVA) was used for data analyses. The hypothesis of no relationship between inclusive entrepreneurship education and national development was significant at 0.05 significant levels and 298 degree of freedom, while out of the six roles educational administrators can play as listed, five were significant, while one was not significant at 0.05 significant level and degree o freedom 290. The study concluded that inclusive entrepreneurship education can provide the needed entrepreneurship skilled manpower development and contribute to national development, while educational administrators have very significant roles to play in the attainment of inclusive education in Nigeria. It was recommended that efforts should be geared urgently towards designing and implementing inclusive entrepreneurship education in Nigerian school curriculum.*

Keywords: *Inclusive entrepreneurship education, Educational administrators, entrepreneurial skill, manpower development, self reliance, poverty eradication and national development*

I. INTRODUCTION

A recent report by the United Nations Educational, Scientific and Cultural organization (UNESCO) (2016) stated that over 10.5 million Nigerian children are currently out of school. It will not be out of place if one observes that majority of this children are out of school due to factors associated with 'inclusion' (Adetoro, 2014; Opoku, Nketsia, Agyei-Okyere, Oginni & Torgbenu, 2019). Inclusive education connotes the removal of all forms of physical, social, institutional and attitudinal barriers to common learning. Children can be out-of-school as a

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result of socio-economic capacity of their guardians, gender, geography, language, religion, nomadism, albinism and disability (Momo, Cabus, De Witte & Groot, 2018; Oni, 2018). The idea that education is both a human and universal right was first recognized by the United Nations in 1948; expressed in its Human Rights Charter, Article 26 of its famous Universal Declaration of Human Rights which states that: “Everyone has a right to education which shall be free and compulsory- without discrimination of any kind such as race, colour, sex, birth or any other status”. Following this declaration was the Jomtien World Conference with the theme “Education for All” in 1990. During the meeting which was collaboration with different world institutions including the UNESCO, it was emphasized that:

“all children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education”.

It is not our education systems that have a right to certain type of children; therefore, it is the school system of a country that must be adjusted to meet the needs of all children” (UN-Rapporteur, 1994).

Specifically, the Salamanca statement and Framework for Action of 1994 which is a follow-up of the Jomtien declaration in relation to inclusion stated that:

“regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all initiative (Article 2)” (Chung, Jeon, Lee, Lee & Yoo, 2018).

During the conference, it was further argued that national government must of necessity give priorities to policy, legal and budgetary provision to improve inclusive education. One cannot emphasize enough that “education is the right of every child” (Florian & Beaton, 2018) available to all children regardless of their physical, social, religious affiliation or conditions. This sentiment is also emphasized by the UNESCO in its Sustainable Development Goals (SDG 4) which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by the year 2030, (Silva & Sá, 2018).

In response to the foregoing, the Nigerian government since the early 1990s formerly joined other nations of the world to adopt several of these international and its own national based policies geared towards the expansion of inclusive education. For instance, Nigeria ratified the UN convention on the Rights of the Child (CRC) in 2003 as captured in its Child Rights Act as well as the United Nations Policies on the Rights of Persons with Disabilities in 2018 called Discrimination against Persons with Disabilities (Prohibition) Act, 2018 (UNICEF, 2007; Mbanugo. 2019). More so, the Universal Basic Education Act of 2004 made provision that basic education is free and compulsory for all Nigerian age-appropriate children. Efforts have consisted of specialized programs, institutions and specialist educators (Musa & Isa, 2018; Adara & Onyemaechi, 2018; Oladele, 2018). This confirms the government political will to ensure that every person especially those with the tendency to suffer exclusion do not have their rights to family, work, health, rehabilitation, employment, social protection and education violated.

A recent report by the Federal Ministry of Education (2015) titled ‘National Policy on Special Needs Education in Nigeria’ confirmed this scenario when it stated clearly that though “Nigeria is involved in Special Needs Education, the present practise are however not fully consistent with existing global practices’. The country

has not fully addressed the cognitive domains of the Nigerian child with special needs; especially children with outstanding special abilities (i.e. those referred to as gifted or talented children) and those with learning and physical disability. The Ministry cited two key areas of deficiency: (1) classroom activities and (2) rehabilitation. It averred that classroom generally lacked facilities, personnel and basic materials that are required for inclusive learning as most of the materials are either non-existent or have become obsolete. Sailor, McCart, & Choi (2018) stated that a school cannot be described as inclusive even though it has accommodation for all children yet lack the equipment, construction, design, staff, administration etc to see to the needs of all class of children.

Taiwo and Florian (2013) stated that the way the Nigerian school systems are designed, administrated and managed is not inclusive and thus inaccessible to people with one form of disability or the other. The reasons may not be farfetched; this can be as a result of the confinement of children especially those with disabilities to poorly staffed, ill-equipped and outdated schools which the Nigerian government call “Special education school” especially for children with disabilities. The unfortunate consequences of such action though the Nigerian government meant well is further exclusion. This weak nature of inclusive education in Nigeria is seen in the recent exclusion of Nigeria among the developing countries called for a round table meeting by IIEP and UNESCO in July 2018. Inclusive education does not have to do with disabilities alone, though these groups of people do suffer the most exclusion (Brydges & Mkandawire, 2018). It connotes “a continuous process of addressing and responding to the diversity of needs of all learners – regardless of factors such as disability, gender, age, ethnicity, language, HIV status, geographical location and sexuality – recognising that all people can learn” (UNESCO, 2005). Reports showed that there are over 1 billion disabled people in the world and 80 percent of this resides in less developed economies. Due to the fact that these set of persons are most likely to suffer exclusion, they have been shown to have minimal success socially, economically and in employment, by increasing their poverty. Report also proved that out of every 1 in five person living under US\$1.25 poverty line, one suffers exclusion especially due to disability.

Meaning of inclusive education

According to UNESCO (2019), inclusive education refers to a situation where ‘all’ students who are age appropriate are welcomed and supported by their neighbourhood school to attend regular classes, learn, contribute and participate in all aspects of the school. It is the way a school classroom, curriculum, activities and personnel are designed so that all students can learn and participate together. Inclusive education is the education system where quality education is made accessible for all student as such meets diverse needs in a way that is respectful, supportive, responsive and accepting manner. All students participate in a common environment in such a manner that eliminates barriers and obstacles that may give rise to exclusion. This form of education does not have a separate learning environment but “a common learning environment” (Armstrong & Armstrong, 2019). A common learning environment is not one is where seeming educational geniuses, high activity, disabled, different ethnicity or different abilities learn in isolation from their mates. Separating learners and peers from one another due to any reason such as their language, background, disability status etc is a form of exclusion; any form of exclusion whether salient or not is constructed is not inclusive. Onwuchekwa (2005) averred that learners who fall

under this category include visual and hearing impaired, physically handicapped, those who suffer from mental retardation, the brain-injured, the intellectually gifted, those who are emotionally disturbed and the multiple handicapped.

Inclusive education in Nigeria: A historical overview

Before the 18th century, exclusion was at the peak. People who were seen as unfit in any society were totally excluded. People can be excluded and segregated against as a result of gender, geography, language, religion, nomadism, albinism and disability. Some of these people especially the disabled were perceived as evil, cursed or simply stupid (Blackhurst, 1920). These began to tone down a bit in the late 18th century which many referred to as the age of ‘enlightenment’. This period influenced the beginning of special education in a lot of ways. This period was around the time Jean Jacques Rousseau (1712-1778) book titled “Emile” whose focus was on children’s education. He stated that children should be taught within the confines of their own innate abilities and all forms of environmental stimuli such as social roles and other standards should be eliminated. Rousseau’s book propagated the ideologies of other educators. In 1770, Charles Michel LÉpée Children founded the first formal school for children with disability in France. The school taught deaf and blind children phonics and language. Another school specifically for the blind was established in 1784 by Valentin Haüy known as “Institution Nationale des Jeunes Aveugles”. The institution successfully educated a blind child who later grew up to become the institution’s celebrated teacher.

The efforts by these men set the pace for the growth and spread of special education in Europe and America.

The 19th century witnessed a massive growth in education of special needs children with the works of Rev. Thomas Gallaudet and Samuel Gridley Howe. Rev. Thomas Gallaudet is acclaimed for establishing the first school for the deaf in America in the year 1817 called the American Asylum for the Education of the Deaf and Dumb later renamed as American School for the Deaf. The first school in United States of America for the blind was established by Samuel Gridley Howe in 1829 which is to this day called the Perkins School for the Blind located in Massachusetts. Samuel Gridley Howe is also accredited for establishing the Massachusetts School for Idiotic and Feeble-minded Children in 1848. These pioneer works set up the establishment of over 2,000 educational centres for disabled children in the United States and other parts of Europe. 1890 witnessed the formal role of government in the establishment of these kinds of institutions and by 1897 the department of Special Education was created by the National Education Association.

By 20th century, government began to set up laws and legislation guiding the rights of people with disabilities and those who have suffered exclusion especially women. In 1906, special education department that trained teachers to be special educators was created by the New York University. By 1908 researcher Alfred Binet and Theodore Simon created an instrument called “the Simon-Binet Scale” used to determine intelligence in disabled children. This test was later renamed in 1916 by Lewis Terman as “Stanford-Binet Scale” to determine Intelligence Quotient. This gave rise to subsequent policies and programs recognizing the rights and privileges of children. In 1922 Elizabeth Farrell founded the Council for Exceptional Children (CEC) whose major role is to provide laws that protect the rights of disabled people.

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Their work led to constitutional provision in Social Security Act of 1935. After the period of great depression and World War II, the National Association of Retarded Children was established in 1950. In 1965, the government established the Elementary and Secondary Education Act which provided funds for inclusive schools to cater for the needs of children with disabilities. By 1975, all the small Acts were merged into a common Law called Public Law 94-142 and this law became the Individual with Disability Act (IDEA) as it is known till today. As is with United States on any issue, majority of countries toed the line especially when it concerned issues of justice such as exclusion. The historical overview of Inclusive Education for Nigeria is depicted in Table 1. The graduate development of education of children with disabilities has gone through an evolutionary process from colonialism into periods of nationhood. The history shows that children in the Nigerian special education schools were taught to the limit for which their abilities allowed though regular curriculum and practical demonstration to include craft (Fafunwa, 2018).

It is an environment where curriculum is designed in such a way that it covers learners of all abilities and with their peers in a common setting, while simultaneously responsive to their unique individual needs inculcated in regular instructional hours. When students are separated, they might tend to perceive the other group in a manner that does not help for acceptability and equality. Student learning in a common learning environment will tend to appreciate individual traits and diversity which will later translates in national traits and diversity and thus development (Magnússon, Göransson & Lindqvist, 2019). Inclusive education is educating all students side by side in the same classroom.

Table 1: Historical development of special education centres in Nigeria

S/N	Year	Event
1	1875	The Topo Industrial School for the maladjusted was established in Lagos State near Badagry by the Roman Catholic Mission
2	1890	Establishment of the Sacred Heart Hospital Latoro in Abeokuta
3	1933	Establishment of the first Special Education Centre by the Kanu Natives Authority
4	1936	Establishment of the Special Education Centre in Oji River solely to treat Leprosy patients through collaborative effort of three medical doctors Dr. (Mrs.) D. F. Money, Dr. (Rev.) Badeen and Daws the Kanu Natives Authority
5	1953	Persons attached to Sudan Interior Mission established the Gindin School for the Blind where they were taught basic literacy and craft.
6	1958	Establishment of the Wesley School for the Deaf by the Methodist Church of Nigeria
7	1960	Establishment of the Ibadan Mission School for the Deaf by a black deaf American named Foster.
8	1961	Establishment of the Child Care and Treatment Centre by the Women Voluntary Organization which served as a home, school and clinic for children.
9	1964	Establishment of the Home School of Handicapped Children in Ibadan. This same year Foster also established another Mission School for the Deaf this time in Asata Enugu. The school was later merged with the existing special education centre at Ogbeta.
10	1965	Beth Torrey established the Home/School for mentally retarded children at Kirikiri Lagos. The year 1965 also witnessed the establishment of Atunda-Olu School for Physically handicapped children by the Anglican Diocese of Lagos
11	1974	This year birth formal government effort in special education in Nigeria. It witnessed the establishment of School for the Deaf and Blind in Kwara State by the Kwara State Government. Also in 1974, the federal government of Nigeria through the Federal Ministry of Education established the Special Education Unit with allocation to the education of Blind and Deaf with a budget of N5.6 million.
12	1975	First Official Special Education Department was set up in the University of Ibadan.
13	1977	Establishment of the Saki – The Handicapped Special Schools beginning with Ogbomosho and Benin with others cited in different parts of the nation.

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14	1978	Establishment of St. Joseph's Rehabilitation Centre for the physically handicapped across Nigerian states and towns.
15	1986	Establishment of the Auchu Handicaped School.
16	1990	Establishment of support services for the deaf at the Faculty of Education, University of Illorin by the Federal Government of Nigeria

Source: Fafunwa, 2018; steemit.com

It is an educational system that teaches virtues and values by appreciating diversities and the unique contributions that diverse students bring into the classroom environment. It is a learning environment where administrations have provided the necessary plan and teachers have the required resources, flexibility, support and training to encourage, respond and nurture diverse needs of students. Engel, (2018) stated that inclusive education is an effective and fast means of eliminating discriminatory attitudes. It builds quality interactions and relationships that procure social and economic development. The researchers are in the know of two friends who have been close since primary school, one blind and the other not blind. Two of them are both lecturers today and have both assisted each other to complete their Doctoral programs in an international school.

Xu, Cooper & Sin (2018) state that the message of inclusive education is very simple and should not be complicated. It means "every learner matters and matters equally". The Open Society Foundation (2019) indicated that inclusion means that "every school aged child has the right to be supported by their parents and community to grow, learn and develop and during school to be welcomes by their teachers and peers regardless of their differences". An educational system that segregates is the one that encourages discrimination against groups that are traditionally marginalized. One may ask, it is not better to separate children who need specialized attention? Studies and researcher have shown and proved over and over again that special education systems have not provided any form of guarantee and success for these learners; rather it has only successes in breeding poor-self-concept and self-esteem.

The benchmark of inclusive education is that when all children are educated together, everyone benefits. De Beco (2018) stated that the key driver for inclusive education is recognition of the values enshrined in diversity and the unique contribution that each student with their diversities bring to the classroom. There are schools that claim to be inclusive but are really not. Sharing the same learning environment, but performing differentiated functions and activities is not inclusive. The Dakar Framework for Action (2000) World Conference for All which was set up to evaluate the progress of inclusive education initiative since Jomtein stated that Africa has not realised the goals set since the Jomtein. The conference highlighted on the following factors: limited resources for funding education, low completion rates and irrelevant and expensive curriculum. In support of this Adetoro (2014) averred that most educational settings in Nigeria are not inclusive, citing poor funding, cultural beliefs, poor perception and lack of teacher qualification as reasons for this non inclusive education.

Entrepreneurship Education

Entrepreneurship education refers to the training geared towards setting up of a venture and becoming self-employed. Entrepreneurship is equated with ability to start-up a business, organize the business, manage it, take on risks and build it into something nationally profitable. Entrepreneurship education is the types that not only provide the knowledge required for such an endeavour, it instils the needed confidence to assume risks required

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for any business owner to become successful. Anyone with entrepreneurial skills has the ability to recognise opportunities take advantage of these opportunities and provide sellable products and services. These skills include creative abilities, decision making, leadership, communications skills, passion, and ability to market, manage and work in teams. Even European institutions are in the know claim that for Europe to return to a steady growth path and create new jobs, more entrepreneurs are required. This is what is driving the European Vision 2020 Action Plan. Seikkula-Leino, Ruskovaara, Pihkala, Rodríguez & Delfino (2019) averred that it is Europe's blueprint to unleash its entrepreneurial potential, eliminate existing huddles and revolutionise a culture of entrepreneurship among the European people. Its objective is to ease creation of new businesses and create a more supportive environment in which its new entrepreneurs can thrive and grow.

Entrepreneurship is perceived as a means through which 'all' people can be equipped with entrepreneurial competencies. Besides, the acknowledgement that entrepreneurship will create more jobs, empower more people, reduce poverty and promote growth and subsequently development there is a salient reason for entrepreneurship education. This is perceived relevance and motivation for students in the educational system (Dakung & Munene, 2016). For a nation who has over 40% of her population as young people, Nigeria's youngsters represent a crucial factor in her effort towards growth and development. Realising these efforts however requires opportunities for employment which entrepreneurship education can provide. Entrepreneurship can generate self-employment and career opportunities for young people by unleashing their innate potential. United Nations Industrial Development Organization (UNIDO) (2018) stated that "For society to support and invest in youth entrepreneurship today is like a venture capitalist investing in the early stage of an innovative company that later achieves equity growth" (p.5). Considering the current realities in the Nigerian job market characterised by rife competition and wealth creation devoid of social component, the role of entrepreneurship is pertinent. Currently, 31 million Nigerians are employed by 17 million small venture accounting for 80% of the enterprises that employ over 75% of working Nigerians (Dakung & Munene, 2016).

Entrepreneurship for inclusive education and national development in Nigeria

Education across all levels and in whatever form it takes in this case entrepreneurship education is a vital tool for addressing all socio-economic and political issues. Education has been described not to be an end in itself, but a medium to an end. It is a key medium for bringing about change in behaviour, knowledge, perception, values and lifestyle required to achieve stability and sustainability Muñoz, Salinero, Peña, de Pablo & David (2019). The National Policy of Education (NPE) (2004) described Education as "instrument per excellence for political transformation and national development". Scholars have identified that education is the single most important aspect of any nations as it determines its value, culture, and economic power. It is through these resources that the human capacity of a nation is built and strengthened and deployed for national progress. In an attempt to define national development Agbonlabor (2016) placed emphasis on human capacity development. From this perspective, it is the development or investment in humans that give rise to national development and national and sustainable development consist of quality growth of human resources. UNESCO (2018) in its fourth Sustainable Development Goal (SDG 4) stated categorically that "Education is a human right and a force for sustainable

development and peace". Musa and Joseph (2019) stated that education is lifelong processes which seek to re-social individuals to change behaviours and adopt those that support prosperity and development goals of their communities and when one is adequately educated, he can be empowered to contribute in a meaningful way to the social and economic fabric of their nation.

Entrepreneurship is one of the major driver of economic growth in most advanced countries citing the United States as a case in point counting for majority of new jobs created and innovations. A report by the United States Census Bureau Survey of Business in 2017 established that sole proprietorship businesses in America accounts for three-fourth of American businesses. Another report by the United States Business Administration showed that America has over 25.8 million small business accounting for over 50 percent of private workforce and these business generate more than half of the country's GDP. If one is to put this into perspective, the current GDP of the United State is US\$20.494 trillion (World Bank, 2019). That means entrepreneurs contributes about US\$10.247 trillion; which is more than ten (10) times the size of the Nigeria's current GDP at US\$397.269 million (World Bank, 2019) . The ability of Nigeria to realise its vision 2020 and 2030 is hugely rest on its ability to transform its young people into skilled, competent and productive force with the capacity for global competitiveness. This was why in 2006, the federal government of Nigeria introduced entrepreneurial education (EEed) as a compulsory curriculum in the Universities with the aim of preparing graduate students for the job market and preferably start businesses of their own thus reducing high unemployment rate.

Lackeus (2013) averred that Entrepreneurship in inclusive education will eliminate the barriers that people with disabilities face in education, employment and business. These persons can easily create employment for themselves by forming businesses of their own. Shakespeare a professor from the University of East Anglia in UK provided evidence of a successful but disabled entrepreneur who completed his education while in hospital; went ahead to open a shop that employed people. He stated that inclusive education can help disabled people transform from been burdens of society to contributors as employers and taxpayers. It is the belief that entrepreneurial education in inclusive educational system will eliminate redundancy and the high costs associated with running parallel educational system. Inclusive education for all can result in significant gains for Nigerian economy and thus break the cycle of poverty. When education is more inclusive, it encourages civic participation of all people, employment and community life. Despite the fact that people with disabilities are stigmatized, discriminated and marginalized in every facet of life, studies show that they have a higher rate of self-employment than people without disabilities.

According to a recent report by the Nigerian Population Commission (NPC) about 25 million Nigerians are living with one form of disability (Centre for Disability and Development Innovations, 2016). And for every 10 persons that live with one form of disability or the other in Nigeria, 9 of them live below the poverty line. Imagine if these people are adequate taught in entrepreneurship; they will not only be taken off the streets as a lot of them have become beggars in our public domains; they will then contribute meaningful to growth their businesses and crafts.

There are records of huge and successful businesses run by disabled people in countries such as Em's Coffee Co., Disabled CAFE owned by Michele AKA Rebel Wheels whose art work are colourful and celebrated,

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CripMark Greeting Cards, Rebirth Garments, BDelight Jewellery, Gloves for Life, Louder Jewellery among others. Disability is not a hindrance in entrepreneurship. In fact, findings abound indicating that disability thrive in entrepreneurship because the major requirement of entrepreneurship is innovative thinking and one does not think with their eyes, limbs or facial structure. More so, entrepreneurial training and development is one area that champions inclusivity, integration and mainstreaming. Promoting entrepreneurship education in inclusive education will provide faster and better integration of children into the school systems; tackle labour market disparities and social exclusion generally.

Based on the literature so far reviewed, it becomes important that measures directed towards inclusion be implemented. One such medium via which countries are meeting the needs of people who suffer exclusion is through entrepreneurship education. Thus, the aim of this paper is to determine the influence of entrepreneurship education on educational inclusion and how it affects national development with implications for school administrators.

II. METHODOLOGY

This research is located in the University of Calabar, the research design adopted for this study is the survey research design. Data was generated from among lecturers and postgraduate students in the Departments of Special Education, Vocational Educational, Educational Administration and Planning and the Entrepreneurship Development Unit of the University of Calabar, Nigeria. Two research questions and two commensurate null hypotheses were formulated for the study: Using purposeful sampling technique, a sample of 300 respondents were randomly selected for the study. A structured questionnaire was used for data collection. The instrument covered questions to elicit data on inclusive education, entrepreneurship education, inclusive entrepreneurship education; the roles of Educational administrators and its implication for national development in Nigeria. The researchers personally administered the instruments and had 100% return rate. The Pearson product Moment Correlation Analysis was then used as statistical tools for data analyses. This research seeks answers to the following research questions:

1. How would inclusive entrepreneurship education influence Nigerian national development?
2. What role educational administration play in the implementation of inclusive entrepreneurship education in Nigeria?

Null hypotheses formulated were thus:

- a. Inclusive entrepreneurship education does not significantly influence Nigerian National development
- b. There is not significant relationship between the roles of Educational administration/administrators and the implementation of inclusive entrepreneurship education in Nigeria (curriculum design, curriculum implementation, funding, facilities and resources provision, teacher's recruitment, evaluation and assessment and instructional process supervision).

III. RESULTS AND DISCUSSION

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Inclusive entrepreneurship education does not significantly influence Nigerian National development,

Table 2: Pearson Product Moment Correlation Analysis of the relationship between inclusive entrepreneurship education and National development in Nigeria, (N=300)

Variables	ΣX	$\Sigma X^2 \Sigma Y^2$	ΣXY	r-val
Inclusive entrepreneurship education	352099	3879	46645	0.89
National development in Nigeria	261894	2585		

Significant 0.05 level, critical $r=0.178$, $df =298$.

The result of the Pearson Product Moment Correlation analysis shown on table 2 indicated that the calculated r-value of 0.89 is higher than the critical table value of 0.178, at 0.05 significant level, degree of freedom 298, the result therefore shows that inclusive entrepreneurship education significantly influence national development in Nigeria. This can be done in terms of providing entrepreneurship education to all students irrespective of their race, physical form, race, creed, skin color or religion. Inclusive entrepreneurship education can influence national development when every learner is given opportunities to compete with other children in a common learning environment. The aim is to empower learners with entrepreneurial skills in a competitive learning environment that is challenging and rigorous, devoid of exclusion.

The implication of this result is that there is a significant relationship between inclusive entrepreneurship education and national development, the curriculum content of inclusive entrepreneurship education is skill acquisition for self reliance and empowerment. Therefore, if special need children are put in a common learning environment with their regular counterpart, they is bound to be competition between the regular children and their special need counterpart and between special needs and special needs children. At the end of the program, the special need and the regular children can individually and collectively contribute their quota to national development.

Table 3: ANOVA of the roles of educational administration (administrators) and inclusive entrepreneurship education in Nigeria

Effectiveness variable	Source of variation	Sum of squares	Degree of freedom	Mean square	F-value	P-value
Curriculum design	Between groups	132.511	4	33.128	2.525*	.040
	Within groups	7806.822	296			
	Total	7939.333	300			

Curriculum implementation	Between groups	64.402	4	16.100	2.439*	.034
	Within groups	11412.958	296	19.181		
	Total	11477.360	300			
Funding, facilities and resources provision	Between groups	87.819	4	21.955	2.221*	.025
	Within groups	9790.181	296	16.454		
	Total	9878.000	300			
Teacher's recruitment, evaluation and assessment	Between groups	12.885	4	3.221	2.340*	.026
	Within groups	5640.688	294	9.480		
	Total	5653.573	300			
Instructional process supervision	Between groups	142.495	4	35.624	2.343*	.0112
	Within groups	11246.839	296	18.902		
	Total	11389.333	300			
Engagement in teaching and learning process	Between groups	13.789	4	27.898	3.556	.698
	Within groups	4508.938	296	16.998		
	Total	8978.5278	300			

*significant at .05 level $p < .05$

From Table 3, five items whose P-values are: .040, .034, .025, .026 and .011 were associated with the computed F-value 2.525, 2.439, 2.221, 2.340 and 2.343 (curriculum design, curriculum implementation, funding, facilities and resources provision, teacher's recruitment, evaluation and assessment and instructional process supervision) were less than the chosen level of significance (.05). Thus, the null hypothesis was rejected for the five items, but retained for engagement in teaching and learning process. This means that educational administration (administrators), have very significant roles to play in the implementation of the inclusive entrepreneurship education for national development in Nigeria. The result also shows that despite the fact that the five factors of curriculum design, curriculum implementation, funding, facilities and resources provision, teacher's recruitment, evaluation and assessment and instructional process supervision were significant, engagement of education administrators in teaching and learning process was retained, meaning that this role does not influence the implementation of inclusive entrepreneurship education in Niger

The implication of this finding is that educational administrators (administration) can play the roles of contributing and participating in curriculum design and reviews, curriculum implementation and supervision, funding, facilities and resources provision, teacher's recruitments, evaluation and assessment and instructional process supervision of the inclusive entrepreneurship education implementation in Nigeria. This result also shows that educational administrators cannot play any significant role in engagement in teaching and learning process of inclusive entrepreneurship education programs in Nigeria. The result of this research is a confirmation of the earlier finding of Adetoro, (2014), who found that when students who are highly entrepreneurial are joined with those who have very minimal knowledge of entrepreneurship, they learn and improve their skills from the highly

motivated ones, hence, there is every need for an inclusive education programs to be merged with entrepreneurial skill development in all our school system.

The result of this study is also in line with the result of Viriri, & Makurumidze, (2014) and Adara & Onyemaechi, (2018) who found a significant relationship between inclusive education and the empowerment of school graduates. When students are made to study under one common environment, there is a serious need for competition among diverse group of people, there is room for learning and sharing of ideas and there is room for self emancipation, the special need children can freely loose themselves from self delusion, mixing freely with their peers, not minding their physical, mental and social deficiencies. Inclusive entrepreneurship education can help in providing the needed entrepreneurial skills for all students, because different form of entrepreneurial skills would be taught to these students. This will guarantee them the needed skills for being self empowerment, which can give them the needed skills to make meaningful contribution to national development. The essence of inclusive entrepreneurship education will give the skills which can make recipients of such education program self reliant and empower them for national development.

Implications for educational administration

Inclusion poses a controversial area in schools basically as a result of a clear mandate on the part of the government on how inclusion should be implemented in schools. The Nigerian special needs education is part of these efforts put in place by the Nigerian government to cater for needs of the people with learning deficiency and eliminate exclusion. However, the review showed that special education is not 'inclusion'. Even the special education system in the country is still grappling with issues of policy and implementation across all levels. While there are many provision in international and national laws mandating inclusion of students in the general school setting the extent of inclusion and the range of services possible within the school environment is determined by the school administrator. Washington (2010) stated that the decision on which model of inclusion to follow is completely the administrator's prerogative. The time bound UNESCO SDG Goals to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" will not be actualized if government and partners of which Nigeria is inclusive do not turn commitments into action.

IV. CONCLUSION

From the result of data analyzed, there is a significant relationship between inclusive entrepreneurship education and national development in Nigeria, the second hypothesis also shows that there is a significant relationship between the roles of educational administrators/administration and the implementation of inclusive entrepreneurship education in Nigeria. These roles include the contribution and participation of educational administrators in the inclusive education curriculum design, curriculum implementation, funding, facilities and resources provision, teacher's recruitment, evaluation and assessment and instructional process supervision. It is therefore imperative for government o embrace inclusive entrepreneurship education in all levels of our school system in order that the students both challenged and non challenged can benefits from the skill acquisition and

empowerment programs and innovation. This will go a long way to boost human capital development, graduate empowerment, entrepreneurship skills and self reliance, thereby contributing to national development in Nigeria.

RECOMMENDATIONS

Based on the finding from this research, the following recommendations were made from the educational administrator's perspective for ensuring effective and sustainable inclusive education in Nigeria.

1. As a beginning point in the school for creating a positive attitude towards inclusive entrepreneurship education, school administrators can support inclusive education by using a strong language that reflect their sustainable commitment and support for inclusive education. The Administrator can create mission and vision statement based on shared values and beliefs inculcating all stakeholders such as parents, community members and government representations.
2. Educational administrators should liaise with government, curriculum planners, private individuals and any other groups or individuals with roles to play, to design curriculum with a broad based inclusive education content for the wilful learning of the students in a common study atmosphere
3. Parents of challenged children usually get the notion due to special education that there is a special place' for their children due to their disability to be educated 'away' from regular kids. The role of the administrator in this regard is to say 'yes' there is, but we can support your child right here with everyone else.
4. Administrators are responsible for counselling teachers. Supridendents, principals and special education administrators who have are key in teacher retention. Administrators can begin by including teachers in departmental scheduling, student scheduling and duty assignment.
5. To become successful, school administrator need the requisite training to help them do their job effectively, this is where the Nigeria government must be 'serious 'about inclusive entrepreneurship education; seriousness here connote either having specialized schools where teachers will be trained on how to be inclusive in their classrooms or teachers who are interested in inclusive entrepreneurship education will need to take international programs on "inclusive entrepreneurship education" sponsored by the government. If the government is slow in taking this initiative, administrators can aid in the implementation by forming an advocacy program to force its hand.
6. Administrators should also use this medium to get government to ensure that government schools receive required financing to support inclusive activities, services and programs covering staff, infrastructure, learning materials, equipment and revised curriculum especially entrepreneurial education.

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